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ABSTRACT

The newsletter describes a data based classroom for secondary moderately and severely handicapped students. The curriculum is said to reflect a shift from traditional academic to functional skills and leisure time activity, with the classroom environment matching this functional approach. Teaching methods stress modeling, cueing, and correcting responses with total task analysis. Classroom communication takes the form of a clipboard system with information on individual students' programs, task analysis, and data collection sheets. Volunteers, some of whom are students, play an important role in the approach. Parents also volunteer so that they can learn to teach complicated skills and help their child generalize new skills to the home environment. (CL)

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Teaching Research Infant and Child Center

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PREPARED BY THE STAFF OF THE SPECIAL EDUCATION DEPARTMENT

Teaching Research, Monmouth, Oregon 97361 **Vol. XI, No. 2, December 1982**

This is the twentieth of a series of newsletter editions which describe the activities of the Teaching Research Infant and Child Center. The Teaching Research Infant and Child Center consists of:

- Parent Training Clinic: Bill Moore
- Prescriptive Program: Gail Rogers
- Group Home for Severely Handicapped: Dave Templeman
- Director of Classroom Services: Jane Toews
- Integrated Preschool Program: Sue Smiley and Kim Udell
- Elementary Classroom for Severely Handicapped, located in Monmouth-Independence School District: Barbara Korbe
- Secondary Classroom for Severely Handicapped, located in Monmouth-Independence School District: Nancy Trecker, Sheilah Muthersbaugh, Kirk Hendrickson
- Secondary Classroom for Handicapped Youth In Trouble, located in Salem School District: Chris Hadden, Kevin Zagyva
- Group Home for Handicapped Youth In Trouble: Debbie Kraus
- Training Staff: Torry Piazza Templeman, Carol Bunse, Tina Wilson, Joyce Petersen, Valerie Miller, Bruce Dalke.

This issue of the newsletter describes the Secondary Data Based Classroom Model. This issue was prepared by Jane Toews and Bud Fredericks.

THE SECONDARY DATA BASED CLASSROOM

The focus of education of the moderately and severely handicapped student has significantly changed over the past twenty-five years. What was once considered adequate activity is now viewed as grossly inappropriate; hardly better than qualified babysitting. The educational environment has moved from church basements to community high schools, from isolation within family units to involvement with peers in the community. This transition has evolved out of the experience and expertise of many individuals.

The Teaching Research Model for secondary level students has evolved through a refocusing on the primary needs of the secondary severely handicapped student. Three questions are posed when developing an educational program for the severely handicapped student. These questions include "What are the current and future skill requirements of this student's educational environment?" "What are the current and future needs of this student's residential environment?" "What are the current and future skill requirements in light of vocational training and eventual placement?". The identification of current and future needs in educational, residential, and vocational environments becomes the premise of the student's educational program.

The curriculum at the secondary level must also reflect this change in traditional thinking. Parents and educators are agreeing that the handicapped secondary level student needs to be trained in basic survival skills which will allow that person to interact with his community to his ultimate level. This means a strategic shift from traditional reading and math programming to a totally functional approach building independent living skills. By the secondary level we are realistically beginning to run out of time.

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The educational years are drawing to a close and we must face very difficult choices. Where are the priorities?

Curriculum Focus

Leisure time activity becomes a focal point of educational programming in the secondary level student. Many of our moderate and severely handicapped students require programming and specific instruction in how to spend their free time appropriately. Leisure time activities may include such things as solitary activities, i.e., shooting baskets, writing letters to friends, listening to records, or looking at magazines. Instruction also needs to be given in skills required for interacting with others; playing table games, basic sports, as well as appropriate behavior at school dances.

Another level of priority is skills which the student requires in the area of practical living. These include personal hygiene, dressing and cooking skills, as well as home maintenance chores. There are varied levels of required skills which students must exhibit for placement in more independent living environments. Given adequate training, the student may be able to progress from an institution, to a group home, to foster family environment and to semi-independent living.

The parent and teacher must also be looking toward future vocational tasks. The initial exploration of job placement and associated work skills at the adolescent age helps pinpoint areas of need and aids in making decisions as to future vocational options. When working with moderately and severely handicapped students, associated work skills become critical. Students must learn to remain on task, to initiate interaction with the supervisor only when appropriate, to respond to emergency situations, to be able to evacuate upon alarm, as well as appropriate ways to signal when in need of assistance.

The role of traditional academic programming should also take on a new functional point of view. Traditional addition and subtraction sheets are no longer utilized; in contrast, the student is in the community with a calculator purchasing groceries at his local food market. Writing skills are utilized initially as he prepares the shopping list and in menu planning. Reading skills are put into practice as he determines what is on his shopping list. Other functional activities include instructing the student on how to conduct banking in the community. He learns to write his name as he signs deposit slips. Value of money becomes a realistic learning experience as the student makes purchases within the community. And the instruction in appropriate social interaction is a continuous process; initially role played in the classroom but eventually demonstrated in the community.

As you can see, prioritization becomes more and more important. The Teaching Research Secondary Severely Handicapped Model suggests that social/sexual instruction become primary in importance. These are the areas that will enable or prohibit the student from entering lesser restrictive environments. The next level would be practical living skills. Leisure activities would encompass the next level of priority. How does a student fill his time when not involved in day programming or home activity? Vocational training becomes the next level of prioritization. What skills are required for a student to be placed in an activity center, a sheltered workshop, a sheltered enclave? The final area would deal with functional academics.

The secondary level student is definitely at a point in life when their history of protection and sheltered living comes more into question. It is imperative that educators demonstrate logic - some plan to the educational process which speaks to these questions.

The New Secondary Model

The reader who is familiar with the Elementary Data Based Model will find that components of the Secondary Data Based Classroom remain consistent with the traditional Teaching Research Classroom. How these components are implemented becomes unique to the secondary level student.

Classroom Management

Just as the curriculum for the secondary level student takes on a less traditional appearance, so does the classroom environment. In order to teach functional skills, it is suggested that the environment in which these skills are taught be as functional as possible. This means that self-help skills are taught in locker rooms as well as in the home, that simple food preparation is taught in the Home Economics room as well as in the home, and that vocational programming be conducted in as realistic a space as possible. The teacher becomes a manager of staff and students. Students are on the move and learning occurs at a dynamic level. Traditional classroom desks are exchanged for work tables, home-like furniture, and simulated learning centers. The teacher manages a variety of schedules to include different environments (classroom, school, community), different curriculum areas (preparing simple sandwiches, mobility programs within school, use of appropriate social conventions), and different consultants (adaptive P.E. teacher, vocational trainer, language/communication specialist). How she manages this endeavor and successfully completes this level of scheduling is demonstrated in the new Secondary Data Based Classroom.

Communication System

The clipboard system, containing information on each student's individual program including cover sheets, task analysis, and data collection sheets, remains a consistent component of the Teaching Research Model. In the years of development, the model has incorporated specific changes in regard to the most appropriate cuing and correction procedure for a secondary level student, as well as a more active use of total task as an appropriate teaching strategy. Total task allows the student to benefit from experiencing all phases of the task and allows the teacher to intervene in specific areas where needed. Therefore, whenever possible a total task approach is used. It is recognized that for certain discrimination types of activities such as certain money skills or the beginning of word recognition programs, total task is not appropriate. For those such programs a forward or reverse chain is utilized.

Cuing and Correction at the Secondary Level

There are essentially two types of learning that occur in the secondary classroom. These types of learning cut across all curricular areas including vocational programming. One type of learning is skill

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acquisition; the other is generalization. When initially instructing a student on a new skill (skill acquisition level) a task is modeled by the teacher prior to the teaching session. Modeling can be accomplished through a variety of formats. For instance in a vocational assembly task, the teacher may perform the assembly sequence while the student watches. Some personal hygiene sequences might be modeled by using a mannequin or referring to pictures. In other cases it might be appropriate both to demonstrate and to physically assist the student to do the task before attempting to teach it. The decision of what type of model to use is the responsibility of the teacher.

After modeling, the student is given a direct cue such as "you do it." If the student fails to accomplish the task correctly or fails to perform the task within five seconds the teacher provides corrective feedback which has the components of negative feedback and a correction procedure followed by social reinforcement.

The correction procedure may be accomplished in a variety of ways. It may consist of a verbal/gestural correction followed by a physical assist if no response is achieved. In some cases it may consist of only the physical assist. At any time that physical assistance is given to the student the degree of that physical assist is prescribed by the teacher on the program cover sheet. A general rule is to always specify the least amount of physical assistance and then move to more physical assistance as the data indicate. The teacher chooses from three levels of physical assistance: 1) shadowing; 2) physical prompt; and 3) hand over hand physical assistance.

The other type of learning is generalization. Generalization of course is defined as being able to perform the task that has been learned in a variety of environmental settings. This could include a different location, different people, different material and different cues for the same task, and certainly it includes maintenance over time.

Generally, a situational cue occurs. For instance, a buzzer signifies the beginning of work which is a bench type activity. The student is expected to commence work with the materials at the desk at the sound of the buzzer. Another example might be the deaf/blind student who must find his way to the sink and wash his hands when it is time for lunch. If this student fails to respond to the situational cue, a correction procedure is initiated.

The correction procedure for generalization of learning includes a non-directive verbal cue (i,e., "where do you need to be?"). If the student fails to perform the task, the teacher will immediately move to a directive verbal/gestural cue and then, if the student fails to perform will physically assist the student.

The use of total task analysis and the incorporation of a nondirective cuing system for generalization of skills allows the student to learn a higher level of response opposed to the acquisition level of direct instruction.

Use of Volunteers

The public school setting provides a tremendous resource for identifying volunteers. It has been demonstrated that elementary, junior high, and high school students can be trained to conduct individualized programs with handicapped students at a quality level of expertise. In addition to conduct of programs, the use of peers facilitates acquisition of appropriate social behavior. It has also been demonstrated that handicapped students model nonhandicapped peers at a higher rate than adult intervention. Therefore, the Secondary Data Based Model utilizes volunteers to conduct individual programs for students, utilizing formal observation forms to train skills on the specific cuing and correction procedures stated on the clipboard. Nonhandicapped peers who volunteer, also play an important role as appropriate models for social interactive behavior.

The Role of the Parent

We have long expounded the use of parent involvement in the educational programs of their children; primarily to three functions - development of the individual educational program, as volunteers in the classroom, and as teachers of their children in the home environment. Because of the tremendous range within each of the curricular areas, active parental input into the IEP process is needed. The educational staff needs a better picture of what is going to occur in the family - what will the child be experiencing in the family milieu, within the community experience, and what he needs to then learn in the classroom environment.

It is interesting to watch the level of parent participation in their child's educational program progress from the preschool years through the secondary level. Traditionally we find that parents are very interested and active in their child's younger years of education; however, this activity level tends to dwindle as the child gets older. It is our intent to shift this decline in participation so that we again bring the parent into an active role within the secondary level educational environment. The parent can volunteer just as any other volunteer within the classroom environment. It is important that the parent see age appropriate interactions at the secondary level. Being parents of a teenager requires a different outlook. Parents need to develop a better perception of the capabilities of their child; what is possible as well as the new scope of the curricula. By volunteering, the parent will acquire this greater awareness. At the secondary level, we are also talking about the teaching of more complicated skills. The parent will need help in teaching these skills. One of the best ways for the parent to learn how to teach is through volunteering.

There are also some skills which can best be taught in the home environment. Programs that are most apparent for parents to teach include areas such as cooking, clothing selection, care within the personal hygiene area, home maintenance, and leisure time skills. Parents are also critical in the generalization of skills which are acquired in the classroom environment. Through an active communication system parents can keep the teacher informed of whether or not skills are transferring to the home.

The teacher within the secondary classroom must be sympathetic to the new needs of parents of secondary level students. The students are entering areas of new risks, and parents must be informed and encouraged to think in terms of new experiences. These might include

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public transportation, negotiating streets, checkout stands in supermarkets, store clerks, waiters, machinery including knives and axes. New situations can pose very fearful experiences to the secondary level student. The parent must be trained in how to help their child cope with these situations. This can often be accomplished through role playing in the classroom between the teacher and the parent.

Therefore, the role of the parent of the secondary level severely handicapped child becomes an increasingly active experience. Decisions are being made which have a major effect on future life opportunities. It is imperative that the parent be seen as a primary decision maker in this process.

Training Opportunities

Training in the Secondary Severely Handicapped Classroom is available through Teaching Research. This training is beneficial to classroom teachers of the middle and secondary levels as well as vocational trainers. A text entitled The Secondary Data Based Classroom for Moderately and Severely Handicapped; will be available in the near future. Monographs on specific curricular areas are available now. For additional information on training, please contact Torry Piazza Templeman at Teaching Research. Requests for information on monographs or texts should be referred to Bernie Samples at Teaching Research.

NEW EDITION OF DATA BASED CLASSROOM FOR THE MODERATELY AND SEVERELY HANDICAPPED

The fourth edition of A Data Based Classroom for the Moderately and Severely Handicapped is now available. For those of you who have first or second editions and who desire to update your classrooms or to learn the latest changes which we have made in the data based classroom, the fourth edition is essential. There are significant changes in the discussions about group data and in group teaching. There is an expansion of the discussion of the treatment of inappropriate behaviors. Alternative data systems are provided; new forms are presented.

In general, if one were to compare the material contained in the first edition with that in the fourth edition, one would find a multitude of changes. These changes have come about because of information we have gathered from experimentation in our own classrooms, from information gleaned from published research studies, but most of all from feedback which we have received from you, our readers and practitioners in classrooms throughout the country. More than 750 teachers have been trained in the Data Based Classroom Model and they have provided valuable information to update the quality of the model. And certainly our satellite training centers continuously provide valuable information that helps us to make improvements.

Thus, the data based classroom is a dynamic model that changes as we learn more about effective teaching with children and as research uncovers various other methods. This fourth edition of A Data Based Classroom for the Moderately and Severely Handicapped reflects the changes that have occurred in this model.

The fourth edition of A Data Based Classroom for the Moderately and Severely Handicapped is available from Instructional Development Corporation, P.O. Box 361, Monmouth, Oregon 97361 at a cost of $14.50.

RECENT ARTICLES BY STAFF

Campbell, B., Snodgrass, G., & Gibbs, L. Telecommunications: Information systems for special education's future. Journal of Special Education Technology, 1982, 5 (1), I-II.

Snodgrass, G., & Campbell, R. Communication/Information systems for special education: The SpecialNet computer telecommunications network. In J. Dominguez and A. Waldstein (Eds), Educational Applications of electronic technology. Monmouth, Oregon: WESTAR, 1982.

MATERIALS CATALOG

Materials developed by the Teaching Research Staff:

Baldwin, V.L., Fredericks H.D., & Brodsky, G. Isn't it time he outgrew this? or A training program for parents of retarded children. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois, 1972. $13.50

Fredericks, et al. Toilet training the handicapped child, 4th edition. Instructional Development Corp., PO Box 361, Monmouth, Oregon 97361, 1981. $4.75

Campbell B., & Baldwin, V. (Eds.) Severely handicapped/hearing impaired students: Strengthening service delivery. Paul H. Brooks Publishing Co., PO Box 10624, Baltimore, Maryland 21204, 1981. $15.95

Communication Training Program (Levels 1, 2 and 3). Level 1 - prelanguage training; Level 2 - language programming for early language training includes 87 objectives and 260 colored photo cards; Level 3 - language program for higher level syntax and language concepts includes 64 objectives and 292 colored photo cards. Teaching Resources Corp., 50 Pond Park Road, Hingham, Mass. 02043.

Fredericks, H.D., et al, A data based classroom for the moderately and severely handicapped, Fourth Edition. Instructional Development Corp., PO Box 361, Monmouth, Oregon 97361, 1982. $14.50

Fredericks, H.D., et al, The Teaching Research curriculum for moderately and severely handicapped: Self help and cognitive skills. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois, 1980. $17.75

Fredericks, H.D., et al, The Teaching Research curriculum for moderately and severely handicapped: Gross and fine motor skills. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois, 1980. $17.75

Developmental charts to accompany self help and cognitive skills curriculum and gross and fine motor curriculum. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois, 1980. $3.50 each volume

Fredericks, H.D., et al, The Teaching Research curriculum for moderately and severely handicapped: Language skills. Teaching Research Publications, Monmouth, Oregon 97361, 1980. $25.00 ($30.00 with picture cards)

Dunn, J.M., Morehouse, J.W., Anderson, R.B., Fredericks, H.D., Baldwin, V.L., Blair, F.G., Moore, W.G., A data based gymnasium: A systematic approach to physical education for the handicapped. Instructional Development Corp., PO Box 361, Monmouth, Oregon 97361, 1980. $11.00

Fredericks, H.D., Makohon, L., Heyer, J., Bunse, C., Buckley, J., Alrick, G. & Samples, B. The Teaching Research curriculum for handicapped adolescents and adults: Personal hygiene. Teaching Research Publications, Monmouth, Oregon 97361, 1981. $10.00

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RECOMMENDED READING

Edrington, Melva. Friends, Instructional Development Corporation, PO Box 361, Monmouth, Oregon 97361, 1979. $6.75

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